

Berkeley Township School District



Pandemic Management Plan March 13, 2020

UPDATED

5/12/2020

INTRODUCTION

Organizations across the Nation perform essential functions and services that may be adversely affected in the event of a natural or man-made disaster. In such events, organizations should have continuity plans to assist in the continuance of their essential functions. Continuing to perform essential functions and provide essential services is vital to an organization's ability to remain a viable entity during times of increased threats from all hazards, manmade or natural. Since the threat to an organization's continuity of operations is great during a pandemic outbreak; it is important for organizations, in particular the Berkeley Township School District, to have a Pandemic Management Plan in place to ensure it can carry out its essential functions and services. While organizations may be forced to suspend some operations due to the severity of a pandemic outbreak, an effective Pandemic Management Plan can assist an organization in its efforts to remain operational, as well as strengthen the ability to resume operations.

This plan provides guidance to the Berkeley Township School District and may serve as the plan for maintaining essential functions and services during an influenza pandemic. This guidance neither replaces nor supersedes any current, approved Berkeley Township School District continuity plan; rather it supplements it, bridging the gap between the traditional, all-hazards continuity planning and the specialized continuity planning required for a pandemic by addressing additional considerations, challenges, and elements specific to the dynamic nature of a pandemic.

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BACKGROUND

The Center for Disease Control (CDC) is responding to an outbreak of respiratory disease caused by a novel (new) coronavirus that was first detected in China and which has now been detected in almost 70 locations internationally, including in the United States. The virus has been named “SARS-CoV-2” and the disease it causes has been named “coronavirus disease 2019” (abbreviated “COVID-19”).

On January 30, 2020, the International Health Regulations Emergency Committee of the World Health Organization declared the outbreak a “public health emergency of international concern external icon” (PHEIC). On January 31, 2020, Health and Human Services Secretary Alex M. Azar II declared a public health emergency (PHE) for the United States to aid the nation’s healthcare community in responding to COVID-19.

Source and Spread of the Virus

Coronaviruses are a large family of viruses that are common in people and many different species of animals, including camels, cattle, cats, and bats. Rarely, animal coronaviruses can infect people and then spread between people such as with MERS-CoV, SARS-CoV, and now with this new virus (named SARS-CoV-2).

The SARS-CoV-2 virus is a betacoronavirus, like MERS-CoV and SARS-CoV. All three of these viruses have their origins in bats. The sequences from U.S. patients are similar to the one that China initially posted, suggesting a likely single, recent emergence of this virus from an animal reservoir.

Early on, many of the patients at the epicenter of the outbreak in Wuhan, Hubei Province, China had some link to a large seafood and live animal market, suggesting animal-to-person spread. Later, a growing number of patients reportedly did not have exposure to animal markets, indicating person-to-person spread. Person-to-person spread was subsequently reported outside Hubei and in countries outside China, including in the United States. Some international destinations now have apparent community spread with the virus that causes COVID-19, including in some parts of the United States. Community spread means some people have been infected and it is not known how or where they became exposed.

The virus is thought to spread mainly from person-to-person.

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs or sneezes.

These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

- People are thought to be most contagious when they are most symptomatic (the sickest).
- Some spread might be possible before people show symptoms; there have been reports of this occurring with this new coronavirus, but this is not thought to be the main way the virus spreads.

It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes, but this is not thought to be the main way the virus spreads.

How easily a virus spreads from person-to-person can vary. Some viruses are highly contagious (spread easily), like measles, while other viruses do not spread as easily. Another factor is whether the spread is sustained, spreading continually without stopping.

The response to and mitigation of the health and social consequences of a COVID-19 pandemic will take place at both state and local levels with the New Jersey Department of Health and Senior Services assuming the lead for the public health response. Based on studies of past pandemics, the most effective approach seems to be when actions were taken early and quickly. The New Jersey Department of Education will also provide guidance regarding school response in the case of a pandemic. There are four phases of emergency planning to be included in a pandemic plan: planning, coordination and evaluation; continuity of student learning and core operations; infection control policies and procedures; communications planning.

CONTINUITY OF OPERATIONS

Members of Pandemic Management Plan Leadership Team

<i>Name</i>	<i>Position</i>	<i>Contact Information</i>
Dr. James Roselli, Ed. D.	Superintendent	(732) 269-2233
Laura Gingerelli	Business Administrator	(732) 269-2233 ext. 3201
Jennifer Bacchione	Board of Education President	(732) 269-2233
Jeff Zito	Director of Curriculum	(732) 269-5707 ext. 5214
Debbie Fierra	School Nurse Coordinator	(732) 269-1322 ext. 5201
Jen Crawford	Ocean County Board of Health, Supervisor of Communicable Disease Unit	(732) 341-9700 ext. 7515
Stacy Oates	Berkeley Food Service	(732) 269-1302 ext. 4201
Debbie Fierra	Director of Special Education	(732) 269-1322 ext. 5201
Jeff Zito	Guidance Coordinator	(732) 269-5707 ext. 5214
Rich Mueller	Director of Buildings and Grounds	(732) 269-1302 ext. 4202
Joe Reid	Systems Analyst	(732) 269-2233 ext. 2012

Emergency Responders and Contact Information; [Emergency Dial 911](#)

<i>Responder</i>	<i>Position</i>	<i>Contact Information</i>
Karin DiMichele	Chief of Police	(732) 341-1132 (office)
Allen Mantz	OEM Director	(732) 341-3451
Stephanie Valenziano	Coordinator, Ocean County Traumatic Loss Coalition for Youth	(732) 544-4544 ext. 514

Size, Location and use of Building

The Berkeley Township School District contains four (4) school buildings, one Administration Building, and one annex building:

<i>Size of Facility</i>	<i>Location</i>	<i>Building Use</i>
2,400 SF	Administration Building 53 Central Parkway, Bayville, NJ 08721	<ul style="list-style-type: none"> • Administration Building • Offices for Business, Facilities,
2,400 SF	CST Annex 62 Veeder Lane, Bayville, NJ 08721	<ul style="list-style-type: none"> • Central Administration, Human Resources, Community Services
64,900 SF	Bayville School 356 Atlantic City Boulevard, Bayville, NJ 08721	<ul style="list-style-type: none"> • PreK - 4
103,000 SF	Berkeley Township Elementary School 10 Emory Ave, Bayville, NJ 08721	<ul style="list-style-type: none"> • Grades 5-6
85,488 SF	Clara B. Worth School 57 Central Parkway, Bayville, NJ 08721	<ul style="list-style-type: none"> • PreK - 4
83,050 SF	H & M Potter Elementary School 60 Veeder Lane, Bayville, NJ 08721	<ul style="list-style-type: none"> • PreK - 4

Number of staff and students normally present and scheduled daily differences in population

Berkeley Township School		
Daily Averages	School Hours	After Hours
Students	2470 (as of 3/9/20)	100 (Approx.)
Faculty/Staff	320	150 (Approx.)
Visitors	50 (Approx.)	50 (Varies according to event-can be much more than 200)

School populations based on best available estimates. Variations may occur daily as a result of absences, trips, activities and after-hours athletic events and activities

Overall Demographic of Population

District Student Count	2469
State Funded Preschool Count	401
Homeless Student Count	75
Migrant Student Count	0
Students with Disabilities Count	559
English Language Learner Count	25

Chain-of-Command to Carry Out Pandemic Management Plan

Chain of Command for District/Building Based Team

Primary: Dr. James Roselli, Ed. D., Superintendent
(732) 269-2233 (office)

Back-Up: Jeff Zito, Director of Curriculum
(732) 269-5707 Ext. 5212 (office)

Information Technology

The Berkeley Township School District Information Technology Department maintains a backup plan for all district data. District data is stored off-site in a cloud based storage facility. Critical district applications are hosted off site and data is maintained by the vendor. Mission critical district servers are backed up daily.

Faculty have remote access to lesson plans, email, Drive and Google Classroom as well as their class pages located on Parent Portal.

ROLES AND RESPONSIBILITIES

Superintendent:

- The superintendent in consultation with the Board of Health can make the determination to close district schools.
- Maintains authority over ALL pandemic or crisis management plans.
- Maintains protocol for personnel policies appropriate for both possible long and short term duration of pandemic absences.
- Plans for cross-training for "core" and "essential" jobs.
- Will promote faculty/staff physical and mental well-being.
- Communicates with the media and parents. Guides administration in the communication process.

School Business Administrator:

- Monitors and maintains the following departments prior to and during any emergency: Business Office/Payroll, Facilities (Buildings and Grounds), Food Service, and Transportation.
- Instructs Supervisor of Pupil Services to provide drivers and bus aides with the training and tools needed to clean and sanitize buses and to instruct drivers to stay home when ill. Secures plans to transport ill students if necessary.
- Instructs B&G Supervisor to provide training and supplies needed for staff to properly clean and sanitize buildings.

Director of Curriculum and Instruction:

- Maintains academics and student learning.
- Ensures that instructional materials aligned with the New Jersey Student Learning Standards will be made available and designed to support student learning for up to two weeks.
- Ensures hard copies of material are made available to those in need PreK-6.
- Ensures on-line learning materials are made available PreK-6.
- Provisions will be made for students who do not have access to a technology device or Internet at home.
- Identifies ELL population needs

Director of Special Education:

- Identifies students' special needs
- Maintains a confidential roster

- Builds on current accommodations, modifications, and services
- Works with supervisors and teachers to ensure assignments are accessible by all students.
- Informs and trains adults as needed

Director of Buildings and Grounds:

- Takes appropriate measures to minimize, to the greatest extent possible, the risk of viral transmission in the school facilities with vigorous cleaning policies and practices which include (but are not limited to) on a daily basis:
 - Filling of soap and hand sanitizers
 - Ensuring all paper towel holders are filled and functioning at all times
 - Sweeping and wet mopping of all floors
 - Vacuuming of rugs
 - Cleaning and sanitizing of hard surfaces including fountains, door knobs, work areas, computer keyboards, counter tops, railings, stairwells, and writing tools
 - Cleaning and sanitizing of bathrooms - toilets, sinks, walls, floors
 - Cleaning and sanitizing of cafeterias - kitchen, tables, chairs, food lines
 - Cleaning of vents
- The Director of Buildings and Grounds with the assistance from the Business Administrator, assures the provision of power, heat and ventilation, water, sewer, and janitorial services.

School Nurse Coordinator: (Director of Special Services)

- Coordinates with the Superintendent to assure necessary medical supplies and assistance are available.
- Communicate as necessary with the Superintendent, the school physician, and the County and State health officials.
- Monitors both student and staff absences, provides proactive health education, and assists the District in altering the pandemic management plan as necessary.
- Maintains a list of staff members with specialized training or skills (CPR, AED, First Aid, EPIPEN, EMT, etc.) in the nurse's office. The list will be updated annually.

Director of Food Service:

- Maintains the food service environment including serving stations, food storage areas, and food preparation areas. Ensures servers are free from illness.
- Provides a contingency for the continued provision of food for students.

General Education, Special Area and Special Education Teachers:

- Reinforce student infection control procedures.

- Send students to the school nurse that appear ill.
- Bring home their district issued device, with charging cable, each day going forward in case the need for a remote learning day occurs.
- In the event of remote learning, teachers will be expected to monitor their email and respond accordingly.
- Teachers will be responsible for replying to emails, grading work turned in electronically and providing feedback on work submitted.
- Keep a daily log of the tasks they worked on and approximate times each task took. Staff will be required to email a copy of their log to their direct administrator.

Building Administration:

- Reinforce student infection control procedures.
- Support and endorse nursing decisions.
- Bring home their district issued device, with charging cable, each day going forward in case the need for a remote learning day occurs.
- In the event of remote learning days, be available via Google Hangout for conferencing with the central office and the administrative team.

Administrative Support Staff:

- Reinforce infection control procedures.
- Respond to parent phone calls
- Keep building administration informed

Training

The following training shall be completed according to assignments and responsibilities:

Administration and All Staff

- Superintendent or designee will review the Pandemic Management Plan with the administrative staff.
- Administration will review the Pandemic Management Plan roles and responsibilities at their building faculty meeting.
- Administrators and supervisors will review the plans for E-learning, IEP/504 accommodations and modifications expectations as well as teacher and student expectations for remote learning.
- Administrators and supervisors will communicate these expectations listed in the above bullets to teachers.

The Berkeley Township Board of Education maintains the following policies related to Staff Emergency Training

[Policy- 8420- Emergency and Crisis Situations](#)

Business Operations

At all times, the Business Administrator shall be prepared to have a remote work plan available to run all key operations. The Business Administrator shall run a test of remote operations twice annually. In the event of the potential for a pandemic situation, all Business office staff will be directed to bring home their computers, chargers, passwords and a flash drive of any pertinent network files. The Business office operations will continue as follows:

Key Operation:	Remote Work Plan:
Payroll	<p>The Business Administrator will ensure that payroll operations can be run remotely by PR Supervisor. System3000, the accounting and payroll portal have been set up to allow VPN access from District issued computer. The Payroll Supervisor will have access to the District bank accounts via their District laptops only. The PR Supervisor will use their password and token to transfer funds into Net Payroll and Agency accounts All payroll supporting reports will be printed to PDF and saved on the local machine and a flash drive for printing upon the District re-opening.</p> <p>All staff can access their pay stubs through the Employee portal as usual.</p>
Accounts Payable/ Receivable	<p>The Business Administrator The Bookkeeper will continue to enter and process any purchase orders as needed.. The Business Administrator will be able to process wire transfers remotely if the need arises. Any emergency payments will be discussed with the Superintendent of Schools prior to payment</p>

	<p>being made. All checks will be retroactively approved at the next Board of Education meeting.</p> <p>The Business Administrator will also continue to monitor cash flow as cash and physical check payments will not be received.</p> <p>The Business Administrator will request the Township make all tax payments in the case of a pandemic event.</p>
Transportation	<p>The Director of Transportation, will maintain the Transportation Department with the Business Administrator in keeping the staff apprised of closings, openings, and needs for transporting students.</p>
Food Service	<p>The Business Administrator and Food Service Director keep the Food Service Department abreast of potential closing and re-opening dates. The Director of Food Services will continue to process all required State reports and submissions through the SNEARs web based portal.</p>

Facilities Operations

In an effort to augment our commitment to providing a safe and healthy environment for our students, staff and greater school community, the following enhanced cleaning procedures will take effect immediately:

- Increase the frequency of routine interior and exterior touch-point cleaning, including, but not limited to, cafeteria tables, door handles, panic bars, door pulls, doorknobs and counter tops.
- Increase the frequency of routine restroom cleaning of all touch points including, but not limited to, faucets, flushometers, door handles, door pulls, hand dryers and soap & sanitizer dispensers.
- Increase the frequency of extensive classroom cleaning of all touch points including, but not limited to, door handles, doorknobs, pull handles, desktops, tabletops, ledges, windowsills and chairs.
- All touch point cleaning is to be completed utilizing our Hydrogen Peroxide Cleaning Solution.
- Ensure all District buses are cleaned regularly with use of the antibacterial wipes.

General Cleaning Procedures

Area: Classroom, Classroom Bathrooms, Teacher's Lounge

- Begin with fully supplied cleaning cart
- Look at the room top to bottom
- Check lights/ceiling tile/blinds
- Make a mental note to yourself to repair/replace light bulbs, ceiling tile the next day
- Any replacement/repairs you can't perform, put in writing to supervisor
- Start cleaning from ceiling to floor
- Empty trash cans, recycle as required / clean interior-exterior of cans, reline as needed
- Perform high dusting with correct feather dusters, work down from ceiling
- Clean whiteboard per teacher's instructions, wipe down trays with correct product
- Clean, disinfect sinks/toilets with correct products (daily)
- Clean, disinfect desks, tables, chairs, door handles with correct products (daily)
- Clean, dust, wipe down all vertical and horizontal surfaces with correct products, clean pencil sharpeners
- Clean glass
- Clean, vacuum all carpets
- Vacuum, dust mop floors (do not sweep into hallways)
- Damp mop floors with correct product
- Check, clean, refill all soap, paper, disinfectant dispensers
- Spray down everything in the room using the Peroxide Based Disinfectant.
- Turn off lights, close door - go to next classroom
- End of shift, restock your cleaning cart for start of next day

Area: Kitchen, Kitchen Office

- Pick up mats as needed to clean floor
- Check, clean all soap and paper dispensers
- Dust with feather duster, wipe down all walls, hood vents, mobile carts
- Wipe down front of serving counter, door handles, all window glass
- Empty trash cans, recycle as required, clean interior-exterior of cans, reline as needed
- Clean, disinfect sinks with correct products
- Clean, dust, wipe down drink cases (glass) bottom rails and exterior of case
- Dry mop, wet mop floors with correct product
- Put mats back down

Area: Bathroom

- Check, clean all soap, paper bathroom dispensers
- Clean bathrooms as required with all correct products - towards the end of your shift

- Check all fixtures for water flow, loose parts. Report as needed to supervisor

Area: Hallways, Gym, Auditorium

- Check, clean all dispensers
- Check, replace ceiling tile, lights
- Dust mop, run machine over hallways with correct products (Gym, Auditorium - $\frac{2}{3}$ times a week)
- Check, clean all glass, door handles, radiator covers, ceiling, ceiling vents, walls, mats, corners of floor and water fountains

Area: Building/Grounds

- Pick up debris, empty trash cans, recycle as required, reline cans, sports fields, tennis court, playgrounds, check outside lights in your area
- Keep boiler room, custodian closets stocked with supplies, clean and free of debris at all times
- Inspect boilers every two hours, fill in log books as required (seasonal)
- Put up, take down American and State flag daily

Area: Technology

- High touch areas where technology is one to many (Labs, Media Centers, etc.) will be cleaned by the Technology Department twice a week on Mondays and Wednesdays.
- Printers and other common area devices will be cleaned twice a week on Mondays and Wednesdays.
- Areas that are 1:1 (Chromebooks in Classrooms) will be cleaned by the teachers when they deem necessary. Training and cleaning products will be provided for the staff from the Technology Department.

Daily/Monthly

- You need to get familiar with where the distinguishers are in your sections - inspect and sign the inspection card once a month (this is State required of schools)
- You will need to complete any checklists that are put into your area to track different things that are needed/asked for

Good of the Entire School

- We need to check, lock all doors/windows to secure the school day/night
- All lights MUST be turned off in any section of the school not in use
- All door handles must be wiped down, disinfected daily
- Use all products properly as specified by manufacturer's directions
- We need to save all microfiber products for re-use

Office Cleaning Procedures

Daily Office Cleaning	Periodic Office Cleaning
Empty trash can/clean exterior/reline	Dust ceiling vents
Dust with synthetic/feather duster	Clean interior windows
Disinfect countertops	Clean vertical surfaces
Spot clean vertical & horizontal surfaces	Spray clean windows/glass surfaces
Spot clean glass	Vacuum upholstered furniture
Spot clean carpet	Clean whiteboards
Vacuum carpeting	Clean chairs
Dust & damp mop floor	Dust blinds
Check & refill all dispensers	Damp mop/wax tile floor

Infection Control Procedures

"Recognize," "Respond," and Report"

Recognize Early

- Immediately report suspected influenza cases to public health authorities.
- Communicate, collaborate, and coordinate surveillance, epidemiology, and containment activities with public health authorities.

Surveillance and Epidemiology

Schools will track the number of absentees and specifically monitor for student and staff reporting signs and symptoms of influenza. The timing, specifics and scope of surveillance activities will be conducted under the supervision and close coordination of the local health department.

Transmission Containment

Measures should be undertaken to limit the spread of germs amongst students and staff. These include "social distancing" or "non-pharmaceutical interventions" and include the following:

- Increasing separation amongst students
- Hand, cough and sneeze hygiene
- Disinfection of contaminated surfaces

Case Isolation

Procedures should be developed for handling students and staff who have the signs and symptoms of influenza. These include:

- Identifying a place to isolate the affected.
- Developing policies for discharging sick students.
- Develop procedures for transporting sick students.

Quarantine

People who have been exposed to influenza are at risk for contracting and becoming sick themselves. Since people can be contagious up to 24 hours before showing signs and symptoms, it may be necessary to quarantine (separate them from other people) these individuals until they show symptoms or are proven to be germ free.

Typically, it is health department officials who draft and enforce orders of quarantine. Because an influenza outbreak is expected to be fairly widespread, official quarantine is unlikely. However, informal self-quarantine to prevent the spread of infection to contacts is likely to be encouraged.

Work Quarantine

Some people, by virtue of their home or work situation, are unable to stay home for an extended quarantine. They may provide essential services. It is also possible that so many people will be exposed that home quarantine will be entirely impractical. These individuals can continue to work provided certain precautions are taken.

- Social distancing (see below)
- Respiratory protection (mask)
- Gloves
- Strict hand washing enforced
- Facility disinfection procedures

Mitigation Measures, Including Social Distancing

Implement prevention strategies to make the school environment conducive to good hygiene by:

- Reminding students and staff to clean their hands and make sure they have the supplies to do so by making soap, alcohol-based hand rubs, paper towels, and sinks accessible.
- Reminding students and staff to cover noses and mouths with a tissue or sleeve when coughing or sneezing and have tissues readily available. Make sure tissues are available in all classrooms and common areas such as libraries and lunchrooms and remind students and staff to dispose of used tissues in waste receptacles.

- Conducting frequent sanitary, health & safety inspections of the schools. Encourage staff and the custodial team to wipe down any surfaces that may have been contaminated by saliva or other respiratory secretions.

Reduce the spread of the virus by identifying the Schools' responsibilities to the students and community:

- Upon notification that a pandemic is occurring, set up prominent notices at all entry points to facilities, advising staff, students, and visitors not to enter if they have symptoms of influenza.
- Educate employees, students, and visitors on how to stop the spread of the virus. Notices containing information regarding hand hygiene, covering coughs and sneezes, and student spacing should be placed around the schools. Fact sheets with this information should be distributed also.
- Established procedures for implementing containment measures (cancelling mass gatherings).
- Ensure adequate supplies of tissues, soap and water and cleaning supplies are available to students and staff.

Student Spacing

Student spacing (social distancing) are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. Education on student spacing should be distributed to all staff, students and parents.

Student spacing strategies may include:

- Spacing students' desks three (3) feet apart, in small pods or clusters.
- Discouraging prolonged congregation in hallways, lunch rooms etc.
- Limiting group activities and interaction between classes
- Canceling gym classes, choir or other school activities that place individuals in close proximity.

Managing Illness in Staff, Students or Visitors

- In collaborations with the local Health department, educate staff and students regarding symptoms of illness.
- If a person becomes ill, or if someone observes that another person is exhibiting symptoms of influenza at work/school, make sure the ill person leaves the school as soon as possible.
- Encourage sick students and staff to stay home until they have been without fever for 24 hours to help prevent spreading illness to others.

- Invoke your school policy about staying home and returning to work/school.

E-LEARNING

Attendance: Currently students are being marked present. Additionally teachers are sending weekly and daily check in forms that students complete. They are in constant contact with families. All students have been accounted for at this time and any student who does not complete the daily / weekly check in forms are alerted to the building principal who attempts to contact the family and if they are not successful the Attendance Officer goes to the house. Student attendance during remote learning will not factor into promotion, retention, discipline at this time.

Delivery of Virtual and Remote Learning Instruction

We believe that learning can take place anytime and anywhere. In the event of a pandemic, Remote Learning Days will allow our academic schedule to continue uninterrupted, which is vital to both short-term and long-term learning and success.

Goal: To implement an alternative instructional process that is flexible yet meets the standard for structured learning time so that school days missed for a pandemic crisis can be counted towards the required days of instruction for the calendar year. This requires several objectives and an understanding that this may look different at each level, preschool and elementary.

General Plan for Remote Learning Days

- Students in grades Pre K through 6th Grade have been introduced to Google Classroom. Students in Kindergarten and preschool will use a platform such as Seesaw and Flipgrid or Google Classroom to provide students an opportunity to submit work and receive feedback. Kindergarten Students will transition over to Google Classroom before the end of the year.
- Students will log in to Google Classroom. All students have been contacted and are able to get online and devices have been supplied to families in need by the BTBOE.
- Teachers have been trained and are currently providing a variety of remote learning approaches based on the Universal Design for Learning including Synchronous and Asynchronous lessons. See link:
https://docs.google.com/document/d/1ZhwQ6Qj3YUP0O4_dRUpGyfBrGGGVKqEAD9T4T4a2G-M/edit
- The teachers are still required to complete daily lesson plans and correlate the standards that are being introduced and reviewed.

- Teachers differentiate lessons using a variety of instructional tools. Teachers provide daily feedback to all students and assign work based on the student level of performance. Additionally a variety of online programs are assigned to students that are adaptive and meet the needs of differentiating student levels based on their individual performance.
- The work assigned will outline daily expectations that serves as an extension to previous learning or bridge.
- A Remote Learning Day is a day that students stay home but it is a school day.
- Staff members will bring home their district issued device, with charging cable, each day going forward in case the need for a remote learning day occurs. Staff members will ensure they have access to any passwords they may need to get on Realtime, Google Drive, etc.
- Any Remote Learning Day will be stated clearly via the district's automated notification by the Chief School Administrator.

General Procedures for Remote Learning Days

- During normal working hours general education teachers, special education teachers, special area teachers, school counselors, school nurses, Child Study Teams, and interventionists will be available for students and families to contact virtually, as needed.
- Student needs related to established additional school supports (ELL, 504, IEP) will have their work modified based upon their needs. This will happen prior to the Remote Learning Days and may include additional time and resources for these students upon their return to school.
- All students are expected to complete the assignments independently putting forth their personal best effort (for example: parents may read directions to students if needed).
- On Remote Learning Days, the required coursework will be posted through an approved online platform such as Google Classroom.
- The assignments may be in Google Classroom. Teachers will be available via email or Google Classroom to answer questions and support students with their work.

Instructional Plans

All plans will be recorded in Realtime Lesson Planner.

General Overview

Preschool

Reading parent to child and playing games that integrate preschool standards will be the emphasis of the work that is provided.

Elementary Kindergarten - Grade 6

English/Language Arts - Grade level assignments that correspond with ELA Anchor standards will be inclusive of reading and writing with assignments that support comprehension and critical thinking. Directions will be provided to guide students in their work. Reading connections will be made to both science and social studies.

Mathematics - Teachers have been given the New Jersey Student Learning Standards they are to introduce on each grade level. Student work will be based on those standards ensuring that all students have been introduced to the same standards in all schools in each grade level.

Social Studies - Thematic assignments that integrate reading and writing will be provided that support grade level standards and curriculum while also integrating other content areas.

Science- Each grade level will have project based activities that should include items easily found in them home and projects should have students generating a hypothesis, designing an experiment and analyzing the results with some sort of statistic.

All Special Areas - Options for appropriate activities will be provided.

Communication - The district has communicated with parents in the following ways. Each homeroom teacher reached out to their students and parents. They were given a google sheet and asked to determine the family situation including devices used, wifi connectivity, and parent situations.

ELL Students - ELL is being supported through the Google Classroom platform. All of the students have unique situations, strengths, and needs. The teacher is familiar with the families and is able to tailor instruction that will allow students to succeed. Students are provided a daily scheduled 30 minute grade level Google meet for all grade levels. Prior to going on the Google Meet, Flipgrid was used to post a question of the day. Each day the Google Meet begins with a question and the teacher shares her screen so all students can see the responses. Next, a short lesson (example:vocabulary) is completed and continues to share my screen and provide visuals. Examples of these visuals are pictures, videos, graphic organizers and slideshows. Students

respond to questions orally or if they feel more comfortable they can do it in the chat box. The teacher ends with a game to assess their understanding. Examples are a Kahoot, Quizlet, Spelling City, Pictionary, or hangman. A mental check in is also completed. The remainder of time is to leave the session open to just talk, see how everything is going and if anyone is struggling. Additionally, in the afternoon students have one on one help virtually using Google Meet. The help is based on a specific skill, homework assignment or project.

In addition, the teacher is a member of all of the homeroom teachers Google classrooms and on occasion the teacher will co teach in their Google Meet. The teacher communicates with families daily about the students and supports them with suggestions and parent communication. The teacher speaks to the families as needed to support them in the process of distance-learning. Lastly, students are asked to spend at least 15-30 minutes on a student choice independent activity such as Brain pop, Epic books or Raz Kids.

Students With Disabilities - During the public health related school closure Berkeley Township School District will continue to provide special education and related services using a remote service plan. The plan shall provide all instructional activities through electronic communication, virtual, remote or other online platforms, as appropriate required by each student's Individual Education Plan, to the greatest extent possible.

Berkeley Township School District will utilize several digital platforms such as Google Meet, Google Classroom, Zoom and See Saw. These platforms will allow for instruction to continue as well as communication between students, teachers, therapists and parents. Individual Education Plan meetings will continue remotely including initial plan meetings, evaluation meetings and annual reviews. Case managers will follow up with families through telephone and Google Meet to ensure services are implemented in accordance with the student's individualized education plan. All evaluations will continue remotely to the greatest extent possible and any testing that can not be completed will be scheduled to be completed upon return to school. Upon return to school the child study team will conduct meetings to review student Individual Education Plans as well as progress towards goals and objectives to decide on any compensatory services if needed.

To address any technological issues:

To address the ongoing digital divide the district has worked collaboratively with Comcast to determine wifi hotspots in the area. Any parents that do not have connectivity have been given a hot spot that is close to their residence. Additionally, the district has purchased a number of wifi hotspots that will be given to families that are unable to go online. You may expect and continue to communicate with your child's teacher and/or the supervisor of special services via the normal channels of email.

- Any parent who needed a digital device (Chromebook) was loaned one by the district.
- Troubleshooting issues have been completed by the building administrator and the Supervisor of Information Technology.
- Teachers have daily/weekly check in forms that students complete to see their social emotional well being.
- Family check ins have been sent to families to see their ongoing needs and any families expressing needs were contacted by their principal.

Students who are ill on a Remote Learning Day and Cannot Complete the Work

Sick children should be reported via email to the child's school nurse. Students would still be responsible for the assigned work, but would have additional day(s) to complete it.

Extended School Year Plan

The Child Study Team shall make a determination regarding the need for an extended school year program for each special education student in accordance with the student's Individual Education Plan. The Child Study Team shall consider all relevant factors in determining the need for an extended school year. The district Board of Education shall not limit extended school year services to a particular category of disability or limit the type, amount, or duration of those services.

The Berkeley Township School District will provide Extended School Year to those students eligible for this program through a virtual platform while schools are closed during a pandemic, unless otherwise directed by the New Jersey Department of Education. Instruction and Related Services will be delivered in accordance with the student's Individual Education Plan, to the greatest extent possible.

The Extended School Year Program will run Monday through Thursday from 8:00 a.m. - 12:00 p.m. for twenty days. Classes will be formed in accordance with N.J.A.C. 6A:14-4.6 & 4.7. Appropriately certified teachers will be assigned a class and will develop assignments to be delivered virtually. The Special Education Teacher will tailor instruction to the student's individual needs in a most appropriate method for remote learning. Appropriate Accommodations and Modifications will be made for students based on their IEP and individual needs.

Related Services will be provided virtually during the Extended School Year Program, to the greatest extent possible. Paraprofessional support will be provided to students who are identified as needing such supports, as outlined in their Individual Education Plan.

Special Education Teachers will work with related service providers, paraprofessionals, and families to create a schedule for whole group activities, small group and/or individual activities. Teachers and Service Providers will document student participation in activities as well as completion of assignments.

EQUITABLE ACCESS

As a proactive measure, in the event Berkeley Township School needs to close to prevent communicable disease transmission, a Technology Accessibility Survey was disseminated to families to determine the technological needs of our students in order to provide options in the event of a long term school closure. The information provided in this survey will be seen only by Berkeley Township School Administration and will not be shared. If parents indicate on the survey that their child does not have access to a dedicated device or WiFi at home, Berkeley Township Administration will contact them over the coming week to clarify their student's technology needs and better plan access for all students.

Grading Practices

Grading attempts under COVID-19 will be more a reflection of the families level of privilege than a true reflection of student learning, progress or performance.

Berkeley Township Teachers must be mindful of equity issues and the potential unintended consequences when considering grading policies and practices as we make our way through this uncharted territory. Issues may include but are not limited to:

- Students lack traditional access to their teachers and support personnel.
- Students may lack equal access to devices and/or reliable internet.
- Students may lack access to a quiet and supportive environment.
- Students may lack access to support and/or encouragement from adult(s) in the home.
- All districts and schools have implemented their own remote learning plans, ranging from virtual learning to paper-based packets. Disparities exist within schools and across districts.
- Special education, 504, and English language learner accommodations and modifications

in a virtual/remote environment cannot possibly replicate the full range of accommodations and modifications available and accessible in a face-to-face environment.

- Students across our state are experiencing, and will continue to experience, varying degrees of trauma related to the COVID-19 pandemic. Existing research on the impact of natural disasters on student mental health and achievement indicates that students may experience higher levels of trauma and post-traumatic stress disorder that will greatly influence their performance.

(NJEA Advisory 4/13/2020)

To address the issue of equity, the Berkeley Township Administrators Association has conferred with the NJEA, the Berkeley Township Board of Education, and the Berkeley Township Teachers Association and are requiring the following:

Elimination of Hard Deadlines and Late Penalties

If students complete assignments beyond the deadline, they are not penalized. The goal is for students to complete the work to the best of their ability. Conversely, deadlines are removed and students are encouraged to submit assignments as they are able.

Grading as Completed/Partially Complete/Not Attempted

As a replacement for letter/numerical grades on individual assignments, educators indicate whether or not assignments have been Completed, Partially Completed or not attempted by students.

Feedback Focus

Educators provide ongoing feedback to students on individual assignments. Feedback is specific and provides useful information about the student work in light of the goal of the specific task. No letter/numerical grades are given.

Daily / Weekly Check Ins

The focus of weekly check-ins should be to figure out how the students are doing, what problems they are facing, and how they can be resolved. Many other meetings focus on teachers telling students what to do; the **weekly check-in** eliminates this by allowing the students to express their concerns.

Mental Health Implications for Our Students

While the circumstances before us with COVID-19 are unprecedented, we can look to the experience of students who have been displaced from their schools for extended periods of time, due to natural disasters. This allows for a deeper understanding of the heightened significance and dire need to carefully consider and modify grading practices across the state:

- Following Hurricane Katrina and student displacement from school, 60.5% of New Orleans school children from sites participating in the study **tested positive for post-traumatic stress disorder (PTSD) symptoms.**¹
- “Children who live through a disaster usually have **two life-changing experiences**. First, they endure the trauma itself, which might forever alter their sense of security and their ability to cope with life’s problems. Second, they face ongoing disorder and dishevelment in their day-to-day lives.”²
- For students experiencing a natural disaster, **the trauma begins prior to the disaster’s occurrence and resulting damage**, when communities are making preparations in response to warnings. This preparation can cause hypervigilance, anger, denial and withdrawal prior to the disaster’s occurrence.³
- “**The process-trauma in the wake of the disaster can last much longer than the event itself** as families try to deal with loss and rebuild their lives, and children often experience the aftermath right alongside the adults.”⁴
- “In their study of children affected by Hurricane Hugo, Shannon et al. (1994) further compared the performances of students who exhibited PTSD symptoms to those who did not. **They found that 51% of PTSD students experienced a performance decrease** compared to 28% who did not, and the **average decrease in performance for the former group was three times greater** than for the latter group.”⁵

¹ Jaycox, L. H., Cohen, J. A., Mannarino, A. P., Walker, D. W., Langley, A. K., Gegenheimer, K. L., ... Schonlau, M. (2010). Children’s mental health care following Hurricane Katrina: A field trial of trauma focused psychotherapies. *Journal of Traumatic Stress, 23*(2), 223–231. <https://doi.org/10.1002/jts.20518>.

² Black, S. (2001). Disaster’s aftermath. *American School Board Journal, 188*(4).

³ Zenere, F. J., & Lazarus, P. J. (1999). Winds of terror: Children’s responses to hurricane and tornado Disasters. In A. S. Canter & S. A. Carroll (Eds.), *Crisis Prevention and Response: A Collection of NASP Resources* (pp. 223-229). Bethesda, MD: National Association of School Psychologists.

⁴ Pane, John F., Daniel F. McCaffrey, Nidhi Kalra, and Annie Jie Zhou,(2008). Effects of Student Displacement in Louisiana During the First Academic

Year After the Hurricanes of 2005. Santa Monica, CA: RAND Corporation.
<https://www.rand.org/pubs/reprints/RP1379.html>.

⁵ Pane, John F., Daniel F. McCaffrey, Nidhi Kalra, and Annie Jie Zhou, Effects of Student Displacement in Louisiana During the First Academic Year After the Hurricanes of 2005. Santa Monica, CA: RAND Corporation, 2008.
<https://www.rand.org/pubs/reprints/RP1379.html>.

Grading Practices for Report Cards

In Grades Pre K through 5th Grade teachers will use the 4th Marking Period Comments to provide a narrative for students. The teachers will be given the framework to create three tiered narratives based on level of work completed. (Completed, Partially Completed, Not Attempted) The teachers will use these narratives and will not deviate from them.

In Grade 6 Teachers will use either the average of the Grade 1, 2, and 3rd Marking Period Grades or grades based on the work completed in the 4th Marking Period (whichever is higher).

Grades will be based on
Completed - 90
Partially Completed - 80
Not Attempted - 60

Assisting the Special Needs Population

Remote learning services shall be consistent with the students Individualized Education Plan to the most appropriate extent possible. All IEP meetings due for the remainder of the school year will be scheduled remotely.

Please see specific grade level instructions in Curriculum for Health Related Closings.

[Policy- 5307- Nursing Services Plan](#)

CONTINUING NUTRITION PLAN

Storage Areas (food, medication)

Storage areas containing food and medication are as follows:

- Food Storage – Cafeteria
- Water Storage – Cafeteria
- Medication – Nurse’s Office

The Berkeley Township School District Board of Education maintains the following policies/regulations related to storage areas:

[Policy- 8506- School Lunch Program Biosecurity Plan](#)

Continued Meal Service Plan

In the event of a school dismissal due to a pandemic, the food service department will be directed to make daily meals (breakfast and lunch) for all students, but targeting those who qualify for free or reduced breakfast and/or lunch per the Master Eligibility List (MEL).

In the event of closure, Berkeley Food Service Department will have a central location (H&M Potter) available for food pick up for all students. The availability time for pick will be on Mondays from 10 AM to 12 PM.

The food service department should ensure that once the first week for shelf stable meals is ordered, that an additional order is placed. Should shelf stable pre-packaged meals become unavailable, the Berkeley Food Service Department would be asked to propose an alternate shelf stable meal that may be made up of multiple items as opposed to one package.

The Berkeley Food Service Department would be responsible for maintaining proper rosters, edit checks and production records reports for each of the days that the meals were appropriated for according to the states Seamless Summer Option (SSO). This will allow for the meals to be reimbursed through the monthly report submitted to the State via the SNEARS portal.

COMMUNICATIONS

1. The Superintendent will provide updates and the latest research information to staff, students, and parents via phone/text message and the district website.
2. The Superintendent will cancel and announce cancellation of all large group activities including sporting events in coordination with the NJ Health Department and/or County Superintendent's office.
3. The school nurse will disseminate messages about preventive hygiene and conduct respiratory etiquette programs (cough in your sleeve). Dissemination techniques will include, but not be limited to, classroom presentations, press releases, school-wide posters, videos and training to staff via in-services or faculty meetings, hand washing signs in all bathrooms. Teachers will be trained in pandemic related symptom identification.

Coronavirus Secretarial Response to Parent Inquiries

Directions:

1. Parent phone calls that are received by clerical staff will be directed to the building administrator.
2. Calls that are received from community members that do not have children in our school will be transferred to the Building Principal and/or Jeff Zito.
3. If the media contacts the office, take a message and email Dr. Roselli.

Working with the Media:

1. **The Superintendent will be the media spokesperson for the district.** In the event that the Superintendent is unable to serve in this capacity, the **Director of Curriculum** shall perform this role.
2. Provide the media with a written statement (same as a statement made to parents and students).
3. Provide staff with instructions for phone contact from the media – **refer all media questions to the Superintendent or designee.**
4. Reinforce school and community response regarding the pandemic

Dealing with Media:

The primary goal is dealing with the media should be to keep the public informed about the pandemic while maintaining the privacy of students and ensuring minimal disruption to the educational process. At no time will students' confidentiality standards be breached while relating information about the pandemic

As soon as possible, prepare a written statement for release to the media. This statement should clearly state the facts of the crisis and the actions taken by the school. In preparing the statement, try to anticipate what some of the questions will be and have prepared responses (the media will want to know who, what, when, where, why and how). Having a prepared statement will ensure that all media outlets get the same information and will avoid “ad libs” and/or the accidental release of confidential or inaccurate information.

The Berkeley Township School District Board of Education maintains the following policies related to media communications:

[Policy- 9400- News Media Relations](#)

POLICIES/REGULATIONS

Home Instruction due to Health Condition

The Berkeley Township School District Board of Education maintains the following policy and regulation related to Home Instruction due to Health Condition

[Policy and Regulation 2412 - Home Instruction due to Health Condition](#)

Control of Communicable Disease

The Berkeley Township School District Board of Education maintains the following policy and regulation related to Control of Communicable Disease

[Policy and Regulation 8451 - Control of Communicable Disease](#)

Harassment, Intimidation, and Bullying

The Berkeley Township School District Board of Education maintains the following policy related to Harassment, Intimidation, and Bullying.

[Policy 5512 – Harassment, Intimidation, and Bullying](#)

Cooperation Between Parents and School

The Berkeley Township School District Board of Education maintains the following policy related to Cooperation between parents and school:

[Policy- 9200- Cooperation Between Parents and School](#)

Emergency and Crisis Situations

The Berkeley Township Board of Education maintains the following policies related to Staff Emergency Training

[Policy- 8420- Emergency and Crisis Situations](#)

School Lunch Program Biosecurity Plan

The Berkeley Township School District Board of Education maintains the following policies/regulations related to storage areas:

[Policy- 8506- School Lunch Program Biosecurity Plan](#)

ALL-HAZARDS ANALYSIS

School Climate & Culture

An assessment of the school climate and culture shall be conducted periodically by the school safety/climate team.

Staff

Berkeley Township School District utilizes **Realtime** and the **District Website** to communicate with staff members, students, parents, and emergency contacts in the event of an emergency. Notifications are authorized by the Principal or designee.

Students

Berkeley Township School District utilizes **Realtime** and the **District Website** to communicate with staff members, students, parents, and emergency contacts in the event of an emergency. Notifications are authorized by the Principal or designee.

Parents/Guardians

Berkeley Township School District utilizes **Realtime** and the **District Website** to communicate with staff members, students, parents, and emergency contacts in the event of an emergency. Notifications are authorized by the Principal or designee.

RESOURCES

[COVID-19 Resources and Information from NJ Department of Health](#)

[COVID-19 Resources from the CDC](#)

Essential Employees

Essential employees in Berkeley Township School District include:

- Administrators
- Food Services
- Custodians
- Maintenance
- Bus Mechanics
- Technology